

# **LAKE SHORE CENTRAL SCHOOLS**

## **EVANS-BRANT CENTRAL SCHOOL DISTRICT**

### **2025-26 PROPOSED BUDGET**

#### **Board of Education Members:**

Jennifer Michalec, President

Michael Franey, Vice-President

Megan Smaldino

Kathleen Chiavetta

William Connors Jr.

Kristen Bauer

Dennis Feldmann

#### **District Administration:**

Daniel W. Pacos, Superintendent

Melissa Bergler, Assistant Superintendent for Instruction

Johnathan Perry - Business Manager

## LAKE SHORE BUDGET SHOWS NOMINAL TAX INCREASE

Residents of the Lake Shore Central School District:

This year's proposed budget totals \$67,222,545. It represents a 1.81% increase from the current budget. The Board of Education has worked to provide for necessary educational programs and to offer a budget that is affordable to the members of our community. This budget maintains those educational opportunities to the greatest extent possible given the State and Federal funding. This budget will provide our students opportunities to meet the increasing standards, in a cost effective manner. The 2025-26 budget reflects a tax levy increase of 2.90%, which is below the District's maximum allowable increase of 3.62% under the NYS property tax cap legislation. The final tax levy increase for the 2024-25 school year budget was 2.70%, which was below the District's maximum allowable increase under the NYS property tax cap legislation.

Residents will also be voting on a District proposition for the purchase of school vehicles. The total cost of the vehicles is up to \$500,000. The transportation vehicles will qualify for NYS Transportation Aid. There is no impact from this proposal on the 2025-26 year budget. The related debt service payments and associated State Aid generated in addition to fleet and maintenance cost savings will be included in the District's future annual budgets.

Additionally, residents will be voting on a proposition for the creation of a capital reserve. If approved, the proposition would authorize the District to create a reserve that will set aside funds for future major capital projects, such as building construction, renovations, or upgrades to existing facilities. This will allow the District to plan responsibly for the future keeping tax rates and debt levels stable over time. The reserve will be funded with unappropriated fund balance and other sources as permitted by law with a term that will not be longer than 10 years.

As always, we welcome your questions, input and support of the District. Please note the important dates for the annual public budget hearing and annual vote listed below. Should you have any questions or concerns, please feel free to call our Superintendent, Daniel W. Pacos or our Business Manager, Johnathan Perry.

*Board of Education*

Lake Shore Central Schools

**Annual Public Budget Hearing - Tuesday May 6, 2025 at 7:00 p.m. - Lake Shore High School**

**Lake Shore High School - Library/Media Center**

**Annual Vote on District Budget, School Bus Purchases, Capital Reserve and Election of Board Member(s)**

\*\*\* Tuesday May 20, 2025 from 9:00 a.m. until 9:00 p.m. \*\*\*

\*\*\* Lake Shore High School District Office Entrance Lobby \*\*\*

**If voting by Absentee Ballot- ballots must be returned by 5 p.m. on Tuesday May 20, 2025**

## LAKE SHORE CENTRAL SCHOOLS

### EVANS-BRANT CENTRAL SCHOOL DISTRICT

#### 2025-26 PROPOSED BUDGET

	2024-25 BUDGET	2025-26 PROPOSED BUDGET	2025-26 ADMIN. PORTION	2025-26 PROGRAM PORTION	2025-26 CAPITAL PORTION
<b>BOARD OF EDUCATION</b>					
The members of the Board of Education are the elected representatives of the public who serve without pay as trustees of the school district. Included are expenses incurred by the Board in the performance of their duties, for example, office supplies, necessary travel and publications.	\$15,650	\$15,650	\$15,650		
<b>DISTRICT MEETING</b>					
This portion of the budget provides the funds for the District Clerk, the annual school budget and election of Board of Education members. It includes legal advertising and printing expenses.	12,500	13,000	13,000		
<b>CENTRAL ADMINISTRATION</b>					
The Board of Education employs the Superintendent of Schools to serve as the chief executive officer, who is responsible to the Board for the overall operation of the district. Compensation for the Superintendent, Assistant Superintendent for Instruction and clerical staff, as well as office supplies, necessary travel and publications are included.	516,522	463,575	463,575		
<b>BUSINESS ADMINISTRATION</b>					
The function of the business administration office is to coordinate for the Superintendent all financial matters of the school district such as accounting, budgeting, State Aid reporting and payroll. Charged to this unit are salaries for the Business Manager and staff; and expenses including supplies, printing, publications, equipment repairs and necessary travel.	535,731	423,162	423,162		

	2024-25 BUDGET	2025-26 PROPOSED BUDGET	2025-26 ADMIN. PORTION	2025-26 PROGRAM PORTION	2025-26 CAPITAL PORTION
<b>AUDIT AND TREASURER</b>					
The auditing services for the District include the annual independent external audit, internal audit and claims audits as required by the State and Federal governments. Included in this code are the expenses and fees of the various auditors. The District Treasurer is annually appointed by the Board of Education and has the legal responsibility for receipt and disbursement of all funds.	\$52,200	\$53,200	\$53,200		
<b>TAX COLLECTION AND PURCHASING</b>					
The Towns of Brant and Evans Tax Collectors are responsible for the collection of school taxes. This account includes funds for printing and mailing of tax bills, and supplies. The District Purchasing Agent coordinates all purchasing activities by soliciting bids and approving all purchase orders. Fiscal Agent Fees are also included in this area.	70,800	70,900	70,900		
<b>LEGAL AND PERSONNEL</b>					
This section accounts for legal counsel services provided to the District including negotiations and arbitration. Personnel expenses include recruitment, arbitration, staff physicals, supplies and records management.	250,630	256,854	256,854		
<b>PUBLIC INFORMATION AND SERVICES</b>					
This function covers total expenses for all costs associated with the printing and mailing of the District's newsletter and other public announcements.	79,349	90,860	90,860		
<b>OPERATIONS</b>					
This section provides for the day to day operation of the school buildings. Included are the costs for cleaning, heat, light, power, telephone, equipment and supplies.	3,430,398	3,504,171			3,504,171
<b>MAINTENANCE</b>					
This area provides for required maintenance to keep the buildings and grounds in good repair. Included are the costs of personnel, supplies and necessary contractual repairs.	733,670	681,654			681,654

	2024-25 BUDGET	2025-26 PROPOSED BUDGET	2025-26 ADMIN. PORTION	2025-26 PROGRAM PORTION	2025-26 CAPITAL PORTION
<b>SPECIAL ACCOUNT ITEMS</b>					
This function provides for the District's cost for centralized printing, mailing, copying and supplies inventory. It also includes insurance coverage for liability, student accidents, boiler and machinery; BOCES administration and capital project costs as prorated among the BOCES' 27 component school districts; school tax certiorari claims and school association memberships.	\$2,103,440	\$2,218,091	\$1,925,591	\$67,500	\$225,000
<b>INSTRUCTIONAL ADMINISTRATION AND CURRICULUM DEVELOPMENT</b>					
The expenses of the building administrators and clerical staffs are charged to this account. Also included are curriculum development including BOCES services, necessary equipment, supplies, repairs, publications and conferences.	2,016,782	2,029,953	2,029,953		
<b>STAFF DEVELOPMENT</b>					
This account is for the continued professional growth of instructional and classified personnel through workshops and curriculum development. Many changes and mandates necessitate increased training opportunities. Also included are services through BOCES for staff development.	176,918	120,372		120,372	
<b>TEACHING</b>					
Teaching comprises the major portion of the budget. This account includes salaries for teachers, aides and substitutes, equipment, travel, supplies and textbooks. It also includes expenses related to BOCES programs such as alternative education, elementary science kits and distance learning.	15,082,170	15,083,872		15,083,872	
<b>SPECIAL SCHOOLS</b>					
This function provides for the staff, materials and equipment in programs which supplement the normal instructional classroom programs. These include Special Education classes in district, at BOCES, and out of district, Community Education, BOCES Career & Technical education and academic summer school for grades 6 -12.	10,373,132	10,753,034		10,753,034	

	2024-25 BUDGET	2025-26 PROPOSED BUDGET	2025-26 ADMIN. PORTION	2025-26 PROGRAM PORTION	2025-26 CAPITAL PORTION
LIBRARY AND AUDIO VISUAL This function provides for the salaries of the librarians and staff, books, periodicals, supplies and equipment.	\$617,133	\$652,009		\$652,009	
COMPUTER INSTRUCTION This function provides for computer assisted instruction and related salaries. This area also includes expenditures for hardware, software programs and BOCES services.	1,055,301	1,025,838		1,025,838	
ATTENDANCE This function provides funds for the promotion and improvement of students attendance. Expenditures include salaries, supplies and materials.	0	0		0	
SCHOOL COUNSELING The function of this unit is to help students select educational programs that best fit their needs and abilities; assist students and their parents in the selection of post-high school educational or occupational opportunities. Expenditures for this function include salaries for counselors and support staff, supplies, district testing and conferences.	927,904	972,955		972,955	
SCHOOL SOCIAL WORKER This unit provides the services of a social worker, to assist students and families work through social and emotional issues that could hamper a student's attendance and academic performance. Expenditures include wages for social workers, supplies, travel and conference expenses.	176,150	196,944		196,944	
HEALTH This area includes the salaries for nurses and clerical staff, contract services for the school physician, supplies, equipment and conferences.	453,028	463,647		463,647	

	2024-25 BUDGET	2025-26 PROPOSED BUDGET	2025-26 ADMIN. PORTION	2025-26 PROGRAM PORTION	2025-26 CAPITAL PORTION
<b>PSYCHOLOGICAL SERVICES</b>					
Psychological services are rendered at all district schools. Shown in this account are the expenditures incurred for psychologists in addition to professional books, subscriptions, testing and related office expenses.	17,058	19,640		19,640	
<b>CO-CURRICULAR</b>					
This function is for all expenditures for approved non-athletic activities, such as advisors for class and student councils, senior play, yearbooks and student newspapers.	\$133,363	\$140,248		\$140,248	
<b>ATHLETICS</b>					
This function is for all expenditures for athletics including coaching stipends, official and chaperone fees, equipment, and athletic association dues.	624,155	651,819		651,819	
<b>TRANSPORTATION</b>					
This function provides for regular transportation of all students. Expenditures include salaries, vehicle parts, maintenance, insurance, fuel and contract transportation.	2,987,828	3,194,636	160,954	3,033,682	
<b>CENSUS</b>					
This function is for expenditures for a Districtwide census, if one is completed.	15,450	16,000		16,000	
<b>EMPLOYEE BENEFITS</b>					
This function contains expenditures for Teachers' Retirement System, Employees' Retirement System, Social Security, Workers' Compensation and the District's share for health insurance.	16,945,377	17,453,915	1,530,041	14,336,769	1,587,105
<b>DEBT SERVICE</b>					
This function includes expenditures for all principal and interest payments for building projects and bus purchases.	5,150,557	5,281,546			5,281,546

	2024-25 BUDGET	2025-26 PROPOSED BUDGET	2025-26 ADMIN. PORTION	2025-26 PROGRAM PORTION	2025-26 CAPITAL PORTION
INTERFUND TRANSFERS					
The Program portion of this provides a \$400,000 appropriation for Summer Special Education Programs and UPK programs. The Capital portion includes a \$100,000 Capital Outlay Project for interior, sidewalk, and drainage work at J.T. Waugh Elementary and \$875,000 for the local share of debt obligations.	1,475,000	1,375,000		400,000	975,000
<b>TOTAL BUDGET</b>	<b>\$66,028,196</b>	<b>\$67,222,545</b>	<b>\$7,033,740</b>	<b>\$47,934,329</b>	<b>\$12,254,476</b>

# **Additional Required Attachments**

**The District is also providing you with the following required documents in addition to the proposed budget:**

**The New York State School Report Card Fiscal Accountability Supplement \***

**2025-26 Property Tax Report Card**

**2025-26 Administrative Salary Disclosure**

**School District Tax Exemption Impact Reports**

**(most recent copy of each town's Tax Exemption Impact Report available at time of printing)**

(Please See Attached)

\* The District's entire New York State School Report Card is available in the District Office 959 Beach Road, Angola, NY 14006-9782  
Additionally, there is a link to the District's New York State School Report Card on the District's website @ [www.lakeshorecsd.org](http://www.lakeshorecsd.org)

## **EVANS-BRANT CSD (LAKE SHORE) - NEW YORK STATE REPORT CARD [2023 - 24]**

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

### **2024-25 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2023-24 DATA**

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For information about how 2024-25 accountability statuses and support models were determined, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2024-25 Accountability Statuses Based on 2023-24 Results.

## **TARGET DISTRICT**

### **SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2023-24)**

The link below provides a list of all Local Education Agencies and public schools that received Section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (74.01 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2023-24 Title I School Improvement Grant 1003 (Basic)
- 2023-24 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2023-24 Title I School Improvement Grant 1003 High School Redesign (HSR) Continuation Grant
- 2023-24 Title I School Improvement Grant 1003 Targeted Support for Long-term Identified Schools Grant
- 2024 Title I School Improvement Grant 1003 (Planning)
- 2024 Title I School Improvement Grant 1003 Supplemental Support
- 2024 Title I School Improvement Grant 1003 Resource Allocation Review (RAR) Pilot
- 2020-24 NYSIP-PLC Phase III

### **ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP**

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
American Indian or Alaska Native	Targeted Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

### ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	2	1	—	2
American Indian or Alaska Native	1	1	—	2
Hispanic or Latino	2	2	—	1
Multiracial	2	2	—	3
White	2	2	—	3
Students with Disabilities	2	2	—	2
Economically Disadvantaged	2	1	—	2

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	641	99.8	2
	Math	606	122.6	
	Combined	1,247	110.9	
American Indian or Alaska Native	ELA	109	74.3	1
	Math	98	83.2	
	Combined	207	78.5	
Asian or Native Hawaiian/Other Pacific Islander	ELA	5	140	—
	Math	5	210	
	Combined	10	—	
Black or African American	ELA	3	—	—
	Math	5	20	
	Combined	8	—	
Hispanic or Latino	ELA	35	98.6	2
	Math	31	135.5	
	Combined	66	115.9	
Multiracial	ELA	27	101.9	2
	Math	28	121.4	
	Combined	55	111.8	
White	ELA	462	105	2
	Math	439	130.8	
	Combined	901	117.5	
English Language Learner	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Students with Disabilities	ELA	154	51.3	2
	Math	149	65.8	
	Combined	303	58.4	
Economically Disadvantaged	ELA	345	80	2
	Math	318	101.1	
	Combined	663	90.1	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	863	74.1	1
	Math	863	86.1	
	Combined	1,726	80.1	
American Indian or Alaska Native	ELA	142	57	1
	Math	142	57.4	
	Combined	284	57.2	
Asian or Native Hawaiian/Other Pacific Islander	ELA	6	116.7	—
	Math	6	175	
	Combined	12	—	
Black or African American	ELA	7	64.3	—
	Math	7	14.3	
	Combined	14	—	
Hispanic or Latino	ELA	52	66.3	2
	Math	52	80.8	
	Combined	104	73.6	
Multiracial	ELA	39	70.5	2
	Math	39	87.2	
	Combined	78	78.8	
White	ELA	618	78.5	2
	Math	618	92.9	
	Combined	1,236	85.7	
English Language Learner	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Students with Disabilities	ELA	214	36.9	2
	Math	214	45.8	
	Combined	428	41.4	
Economically Disadvantaged	ELA	466	59.2	1
	Math	466	69	
	Combined	932	64.1	

### ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	5	—	—	—	—
American Indian or Alaska Native	1	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—
English Language Learner	5	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	5	—	—	—	—

### ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,268	281	22.2%	2
American Indian or Alaska Native	204	79	38.7%	2
Asian or Native Hawaiian/Other Pacific Islander	13	—	—	—
Black or African American	12	—	—	—
Hispanic or Latino	80	34	42.5%	1
Multiracial	62	9	14.5%	3
White	897	154	17.2%	3
English Language Learner	7	—	—	—
Students with Disabilities	316	96	30.4%	2
Economically Disadvantaged	721	221	30.7%	2

### ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	932	70.7%
American Indian or Alaska Native	X	155	73.6%
Asian or Native Hawaiian/Other Pacific Islander	—	6	—
Black or African American	—	7	—
Hispanic or Latino	X	57	63.2%
Multiracial	X	42	66.7%
White	X	665	71.1%
English Language Learner	—	2	—
Students with Disabilities	X	220	66.8%
Economically Disadvantaged	X	512	70.7%

### ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	933	66.9%
American Indian or Alaska Native	X	155	66.5%
Asian or Native Hawaiian/Other Pacific Islander	—	6	—
Black or African American	—	7	—
Hispanic or Latino	X	57	56.1%
Multiracial	X	42	69.1%
White	X	666	67.6%
English Language Learner	—	2	—
Students with Disabilities	X	221	64.7%
Economically Disadvantaged	X	512	65.2%

### SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
American Indian or Alaska Native	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

## SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	2	3	3	—	2
American Indian or Alaska Native	2	2	3	—	2
Hispanic or Latino	—	—	—	—	1
White	3	3	3	—	2
Students with Disabilities	4	4	3	—	2
Economically Disadvantaged	3	3	3	—	2

## SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	159	170.4	150	2
	Math	143	101		
	Science	154	192.9		
American Indian or Alaska Native	ELA	24	145.8	131.3	2
	Math	21	81		
	Science	23	184.8		
Black or African American	ELA	2	—	—	—
	Math	1	—		
	Science	2	—		
Hispanic or Latino	ELA	6	166.7	—	—
	Math	4	—		
	Science	6	191.7		
Multiracial	ELA	8	62.5	—	—
	Math	7	57.1		
	Science	7	142.9		
White	ELA	119	182.8	159.7	3
	Math	110	111.4		
	Science	116	197.4		
Students with Disabilities	ELA	40	107.5	110.3	4
	Math	38	76.3		
	Science	39	165.4		
Economically Disadvantaged	ELA	83	144.6	134.5	3
	Math	73	91.8		
	Science	79	183.5		

## SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	161	168.3	142.9	3
	Math	161	89.8		
	Science	161	184.5		
American Indian or Alaska Native	ELA	24	145.8	125.5	2
	Math	24	70.8		
	Science	24	177.1		
Black or African American	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
Hispanic or Latino	ELA	6	166.7	—	—
	Math	6	0		
	Science	6	191.7		
Multiracial	ELA	8	62.5	—	—
	Math	8	50		
	Science	8	125		
White	ELA	121	179.8	152.7	3
	Math	121	101.2		
	Science	121	189.3		
Students with Disabilities	ELA	41	104.9	105.2	4
	Math	41	70.7		
	Science	41	157.3		
Economically Disadvantaged	ELA	84	142.9	126.7	3
	Math	84	79.8		
	Science	84	172.6		

## SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	164	151	92.1%	92.4%	3
	5-year	159	149	93.7%		
	6-year	188	172	91.5%		
American Indian or Alaska Native	4-year	31	29	93.5%	93.5%	3
	5-year	21	—	—		
	6-year	24	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	2	—	—		
Black or African American	4-year	1	—	—	—	—
	5-year	2	—	—		
	6-year	0	—	—		
Hispanic or Latino	4-year	8	—	—	—	—
	5-year	4	—	—		
	6-year	3	—	—		
Multiracial	4-year	2	—	—	—	—
	5-year	6	—	—		
	6-year	3	—	—		
White	4-year	121	111	91.7%	93.1%	3
	5-year	126	120	95.2%		
	6-year	156	144	92.3%		
Students with Disabilities	4-year	38	32	84.2%	80.1%	3
	5-year	40	32	80%		
	6-year	42	32	76.2%		
Economically Disadvantaged	4-year	72	64	88.9%	87.5%	3
	5-year	80	71	88.8%		
	6-year	93	79	84.9%		

## SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	691	242	35%	2
American Indian or Alaska Native	113	51	45.1%	2
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—
Black or African American	8	—	—	—
Hispanic or Latino	32	16	50%	1
Multiracial	12	—	—	—
White	523	161	30.8%	2
Students with Disabilities	151	59	39.1%	2
Economically Disadvantaged	347	164	47.3%	2

## SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	162	100%
American Indian or Alaska Native	—	26	—
Black or African American	—	2	—
Hispanic or Latino	—	6	—
Multiracial	—	7	—
White	✓	121	100%
Students with Disabilities	—	35	—
Economically Disadvantaged	✓	82	100%

## SECONDARY MATHEMATICS PARTICIPATION RATE

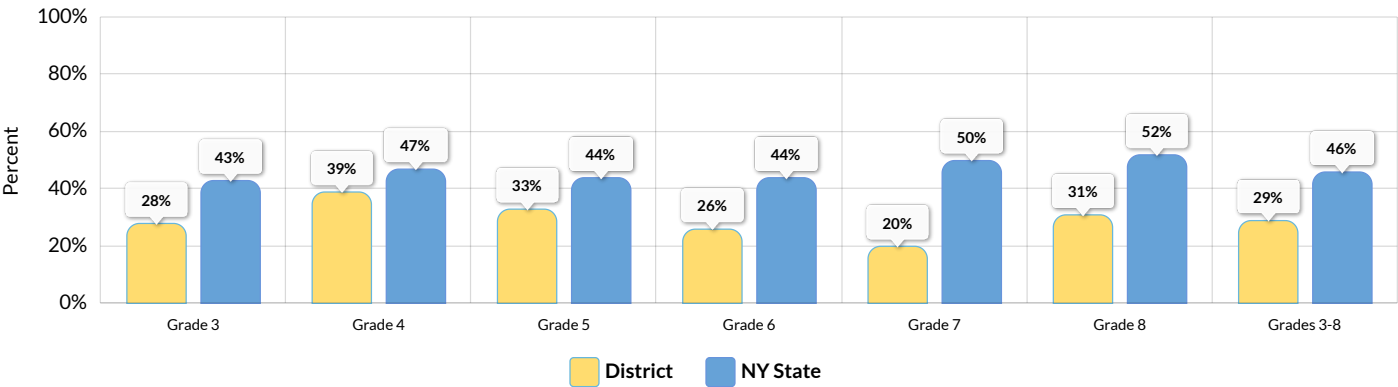
Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	162	90.1%
American Indian or Alaska Native	—	26	—
Black or African American	—	2	—
Hispanic or Latino	—	6	—
Multiracial	—	7	—
White	✗	121	91.7%
Students with Disabilities	—	35	—
Economically Disadvantaged	✗	82	89%

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2023-24)

SUMMARY RESULTS



Percent Scoring Proficient by Grade

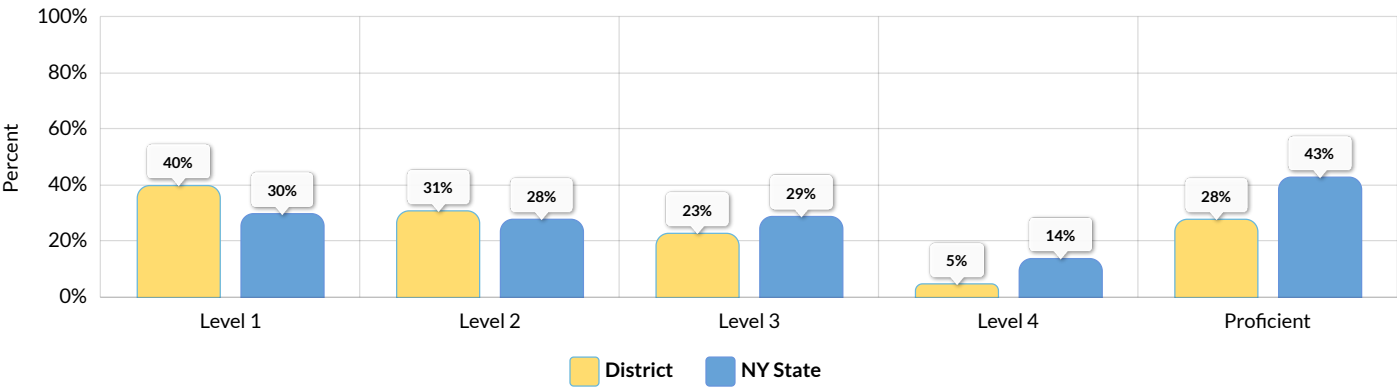


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	174	15	9%	159	91%	64	40%	50	31%	37	23%	8	5%	45	28%
Grade 4	128	31	24%	97	76%	25	26%	34	35%	28	29%	10	10%	38	39%
Grade 5	163	35	21%	128	79%	43	34%	43	34%	32	25%	10	8%	42	33%
Grade 6	153	53	35%	100	65%	41	41%	33	33%	21	21%	5	5%	26	26%
Grade 7	147	50	34%	97	66%	36	37%	42	43%	16	16%	3	3%	19	20%
Grade 8	174	106	61%	68	39%	19	28%	28	41%	17	25%	4	6%	21	31%
Grades 3-8	939	290	31%	649	69%	228	35%	230	35%	151	23%	40	6%	191	29%

# GRADE 3 ELA RESULTS



Percent Scoring at Levels for All Students



[illegible]



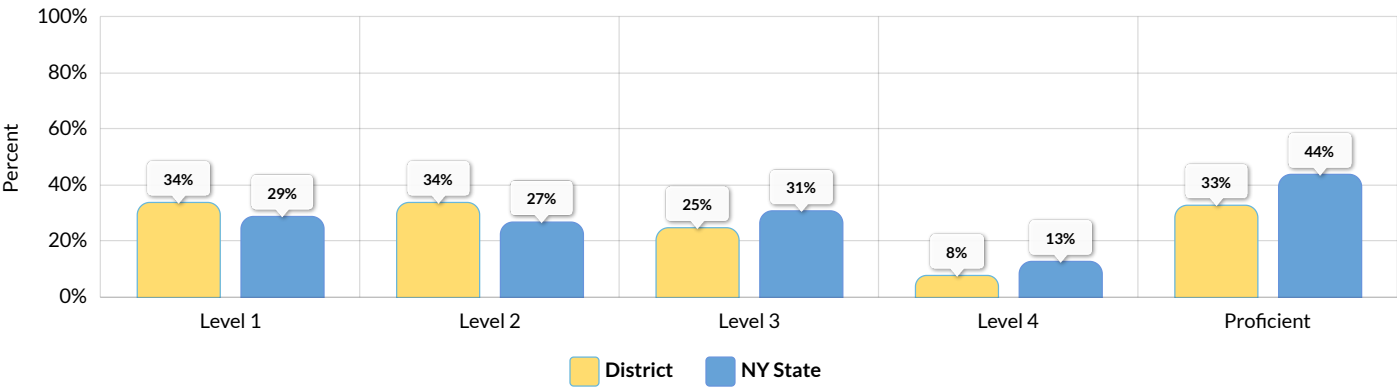
Level	District (%)	NY State (%)
Level 1	26%	27%
Level 2	35%	26%
Level 3	29%	29%
Level 4	10%	18%
Proficient	39%	47%

[illegible]

# GRADE 5 ELA RESULTS



Percent Scoring at Levels for All Students

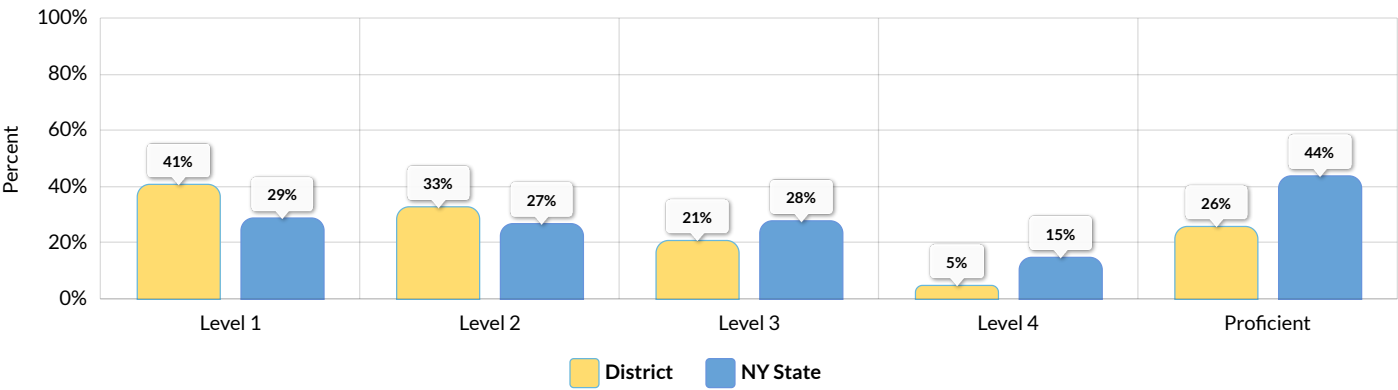


[illegible]

# GRADE 6 ELA RESULTS



Percent Scoring at Levels for All Students

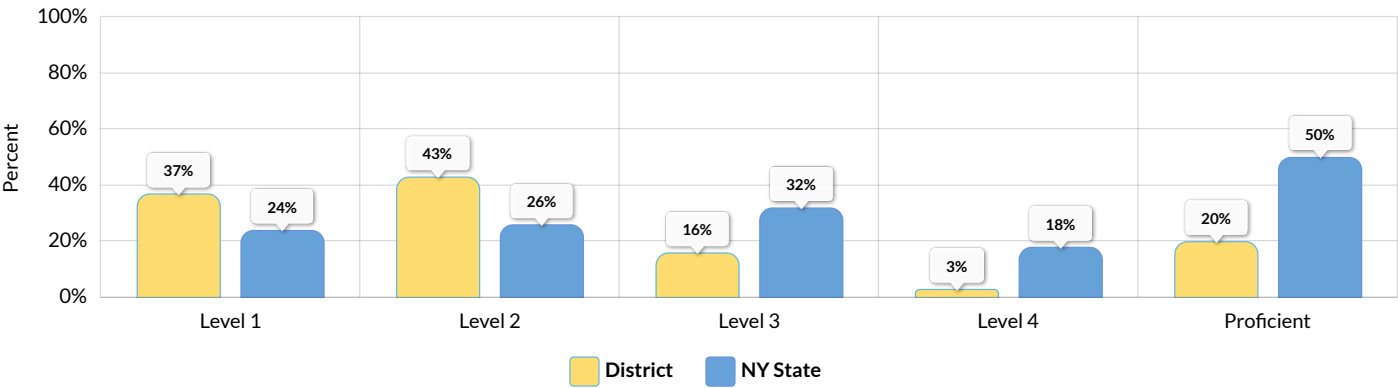


[illegible]

# GRADE 7 ELA RESULTS



Percent Scoring at Levels for All Students

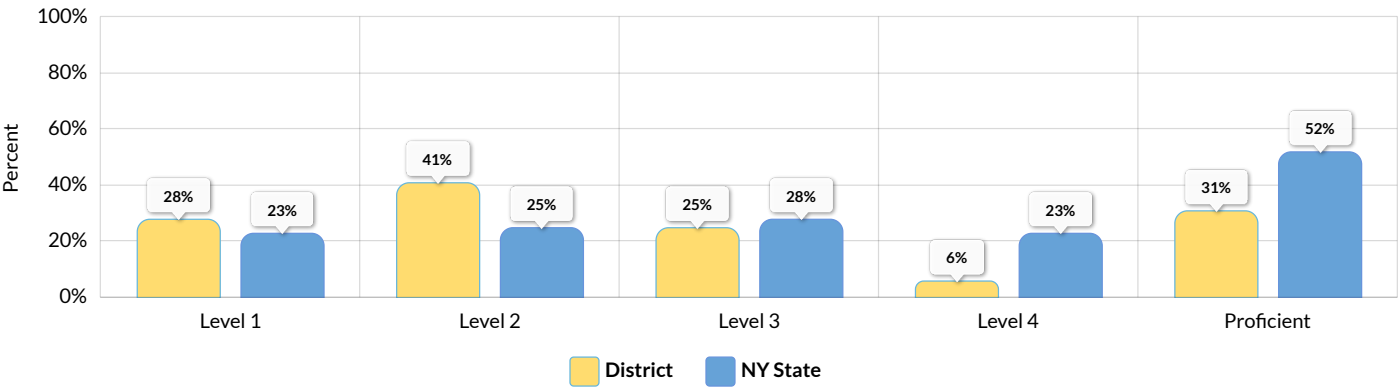


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# GRADE 8 ELA RESULTS



Percent Scoring at Levels for All Students



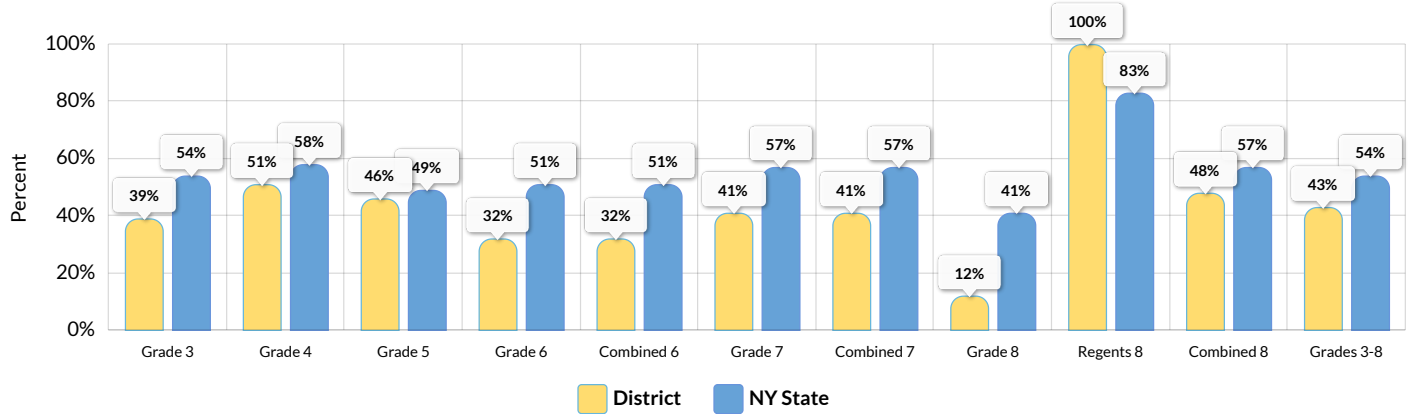
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	174	106	61%	68	39%	19	28%	28	41%	17	25%	4	6%	21	31%
Female	87	61	70%	26	30%	5	19%	9	35%	8	31%	4	15%	12	46%
Male	87	45	52%	42	48%	14	33%	19	45%	9	21%	0	0%	9	21%
General Education Students	127	75	59%	52	41%	9	17%	22	42%	17	33%	4	8%	21	40%
Students with Disabilities	47	31	66%	16	34%	10	63%	6	38%	0	0%	0	0%	0	0%
American Indian or Alaska Native	34	21	62%	13	38%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	11	9	82%	2	18%	—	—	—	—	—	—	—	—	—	—
White	121	70	58%	51	42%	12	24%	22	43%	14	27%	3	6%	17	33%
Multiracial	6	4	67%	2	33%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	51	34	67%	17	33%	7	41%	6	35%	3	18%	1	6%	4	24%
Economically Disadvantaged	91	58	64%	33	36%	16	48%	9	27%	5	15%	3	9%	8	24%
Not Economically Disadvantaged	83	48	58%	35	42%	3	9%	19	54%	12	34%	1	3%	13	37%
Non-English Language Learner	174	106	61%	68	39%	19	28%	28	41%	17	25%	4	6%	21	31%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	173	105	61%	68	39%	19	28%	28	41%	17	25%	4	6%	21	31%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	173	106	61%	67	39%	—	—	—	—	—	—	—	—	—	—
Not Migrant	174	106	61%	68	39%	19	28%	28	41%	17	25%	4	6%	21	31%
Parent Not in Armed Forces	174	106	61%	68	39%	19	28%	28	41%	17	25%	4	6%	21	31%

# GRADES 3-8 MATHEMATICS RESULTS (2023-24)

## SUMMARY RESULTS



Percent Scoring Proficient by Grade



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	174	16	9%	158	91%	25	16%	71	45%	54	34%	8	5%	62	39%
Grade 4	128	31	24%	97	76%	20	21%	28	29%	42	43%	7	7%	49	51%
Grade 5	163	40	25%	123	75%	37	30%	29	24%	50	41%	7	6%	57	46%
Grade 6	153	63	41%	90	59%	27	30%	34	38%	26	29%	3	3%	29	32%
Combined 6	153	63	41%	90	59%	27	30%	34	38%	26	29%	3	3%	29	32%
Grade 7	147	59	40%	88	60%	23	26%	29	33%	28	32%	8	9%	36	41%
Combined 7	147	59	40%	88	60%	23	26%	29	33%	28	32%	8	9%	36	41%
Grade 8	174	140	80%	34	20%	19	56%	11	32%	4	12%	0	0%	4	12%
Regents 8	—	—	—	24	14%	0	0%	0	0%	2	8%	22	92%	24	100%
Combined 8	174	116	67%	58	33%	19	33%	11	19%	6	10%	22	38%	28	48%
Grades 3-8	939	325	35%	614	65%	151	25%	202	33%	206	34%	55	9%	261	43%

See report card Glossary and Guide for criteria used to include students in this table.

## GRADE 3 MATH RESULTS



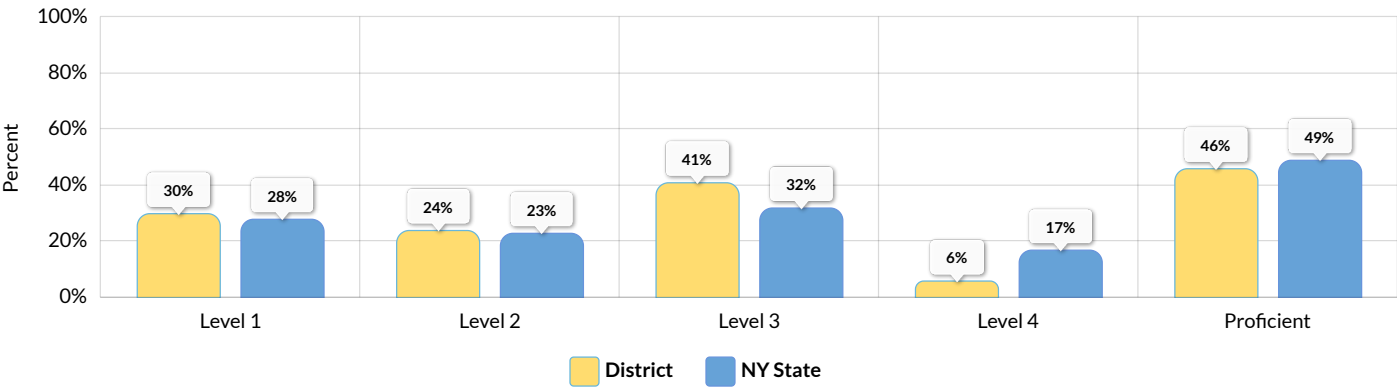
[illegible]



# GRADE 5 MATH RESULTS



Percent Scoring at Levels for All Students



[illegible]

## GRADE 6 MATH RESULTS

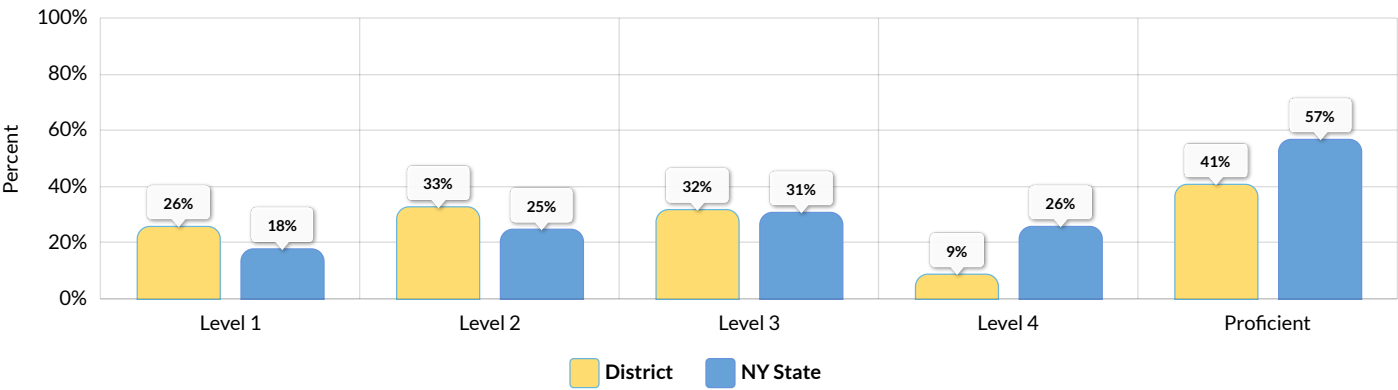


[illegible]

# GRADE 7 MATH RESULTS



Percent Scoring at Levels for All Students

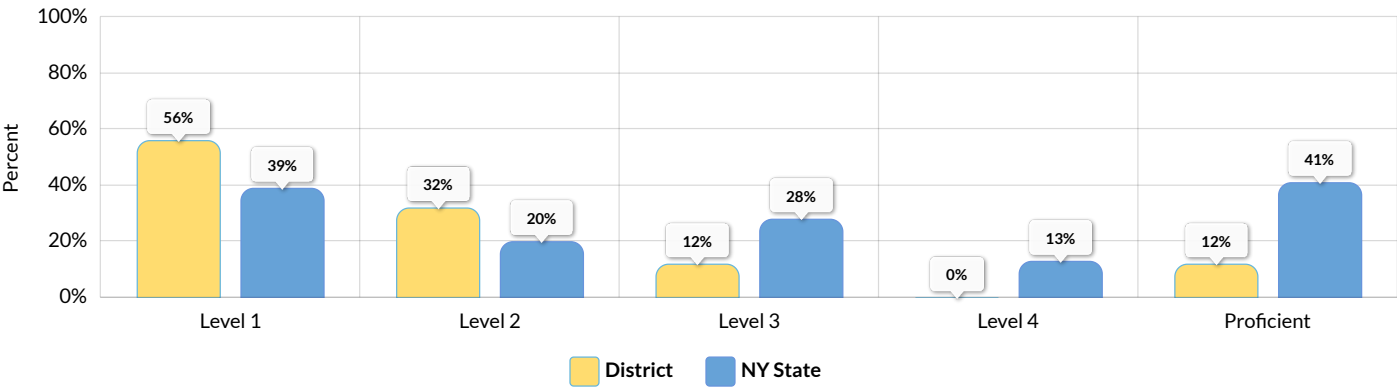


[illegible]

# GRADE 8 MATH RESULTS



Percent Scoring at Levels for All Students

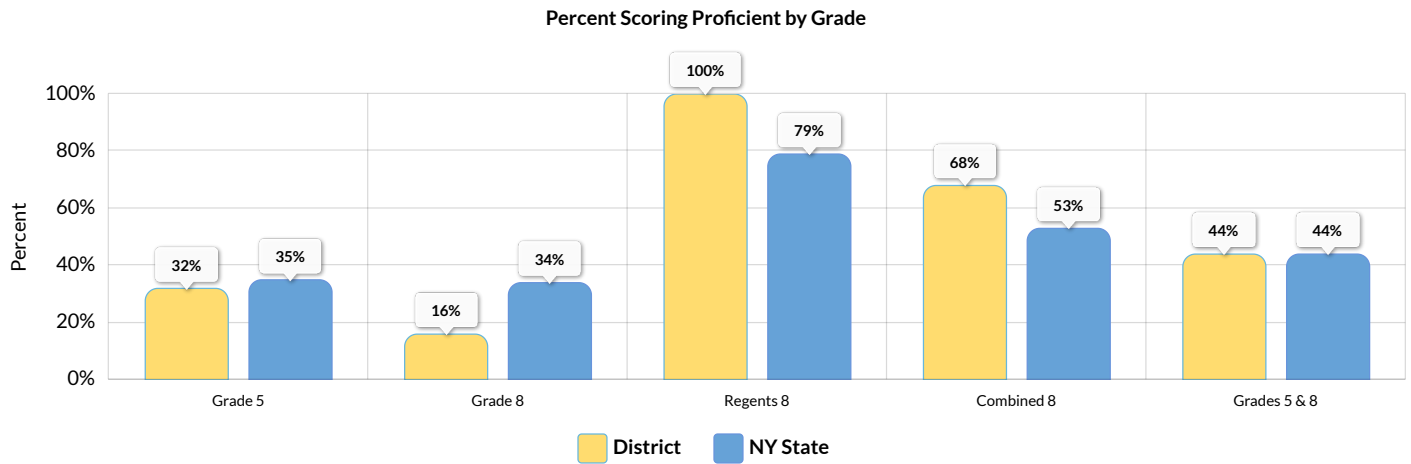


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	174	140	80%	34	20%	19	56%	11	32%	4	12%	0	0%	4	12%
Female	87	72	83%	15	17%	8	53%	5	33%	2	13%	0	0%	2	13%
Male	87	68	78%	19	22%	11	58%	6	32%	2	11%	0	0%	2	11%
General Education Students	127	105	83%	22	17%	8	36%	10	45%	4	18%	0	0%	4	18%
Students with Disabilities	47	35	74%	12	26%	11	92%	1	8%	0	0%	0	0%	0	0%
American Indian or Alaska Native	34	28	82%	6	18%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	11	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	121	95	79%	26	21%	14	54%	8	31%	4	15%	0	0%	4	15%
Multiracial	6	5	83%	1	17%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	41	33	80%	8	20%	5	63%	3	38%	0	0%	0	0%	0	0%
Economically Disadvantaged	91	72	79%	19	21%	14	74%	4	21%	1	5%	0	0%	1	5%
Not Economically Disadvantaged	83	68	82%	15	18%	5	33%	7	47%	3	20%	0	0%	3	20%
Non-English Language Learner	174	140	80%	34	20%	19	56%	11	32%	4	12%	0	0%	4	12%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	173	139	80%	34	20%	19	56%	11	32%	4	12%	0	0%	4	12%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	173	139	80%	34	20%	19	56%	11	32%	4	12%	0	0%	4	12%
Not Migrant	174	140	80%	34	20%	19	56%	11	32%	4	12%	0	0%	4	12%
Parent Not in Armed Forces	174	140	80%	34	20%	19	56%	11	32%	4	12%	0	0%	4	12%

## GRADES 5 & 8 SCIENCE RESULTS (2023-24)

The results of the 2023-24 Grades 5 and 8 Science tests represent student achievement on the new NYS P-12 Science Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

### SUMMARY RESULTS



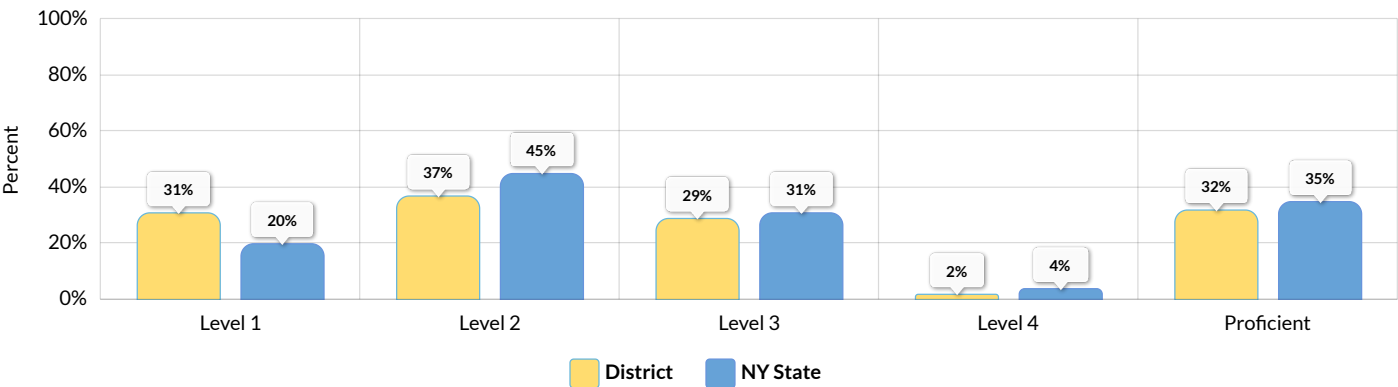
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	163	37	23%	126	77%	39	31%	47	37%	37	29%	3	2%	40	32%
Grade 8	174	149	86%	25	14%	8	32%	13	52%	4	16%	0	0%	4	16%
Regents 8	—	—	—	41	24%	0	0%	0	0%	17	41%	24	59%	41	100%
Combined 8	174	108	62%	66	38%	8	12%	13	20%	21	32%	24	36%	45	68%
Grades 5 & 8	337	145	43%	192	57%	47	24%	60	31%	58	30%	27	14%	85	44%

See report card Glossary and Guide for criteria used to include students in this table.

# GRADE 5 SCIENCE RESULTS



Percent Scoring at Levels for All Students



[illegible]

## GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	174	149	86%	25	14%	8	32%	13	52%	4	16%	0	0%	4	16%
Female	87	80	92%	7	8%	3	43%	1	14%	3	43%	0	0%	3	43%
Male	87	69	79%	18	21%	5	28%	12	67%	1	6%	0	0%	1	6%
General Education Students	127	114	90%	13	10%	1	8%	9	69%	3	23%	0	0%	3	23%
Students with Disabilities	47	35	74%	12	26%	7	58%	4	33%	1	8%	0	0%	1	8%
American Indian or Alaska Native	34	31	91%	3	9%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	10	91%	1	9%	—	—	—	—	—	—	—	—	—	—
White	121	101	83%	20	17%	6	30%	10	50%	4	20%	0	0%	4	20%
Multiracial	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	46	41	89%	5	11%	2	40%	3	60%	0	0%	0	0%	0	0%
Economically Disadvantaged	91	76	84%	15	16%	6	40%	8	53%	1	7%	0	0%	1	7%
Not Economically Disadvantaged	83	73	88%	10	12%	2	20%	5	50%	3	30%	0	0%	3	30%
Non-English Language Learner	174	149	86%	25	14%	8	32%	13	52%	4	16%	0	0%	4	16%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	173	148	86%	25	14%	8	32%	13	52%	4	16%	0	0%	4	16%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	173	149	86%	24	14%	—	—	—	—	—	—	—	—	—	—
Not Migrant	174	149	86%	25	14%	8	32%	13	52%	4	16%	0	0%	4	16%
Parent Not in Armed Forces	174	149	86%	25	14%	8	32%	13	52%	4	16%	0	0%	4	16%

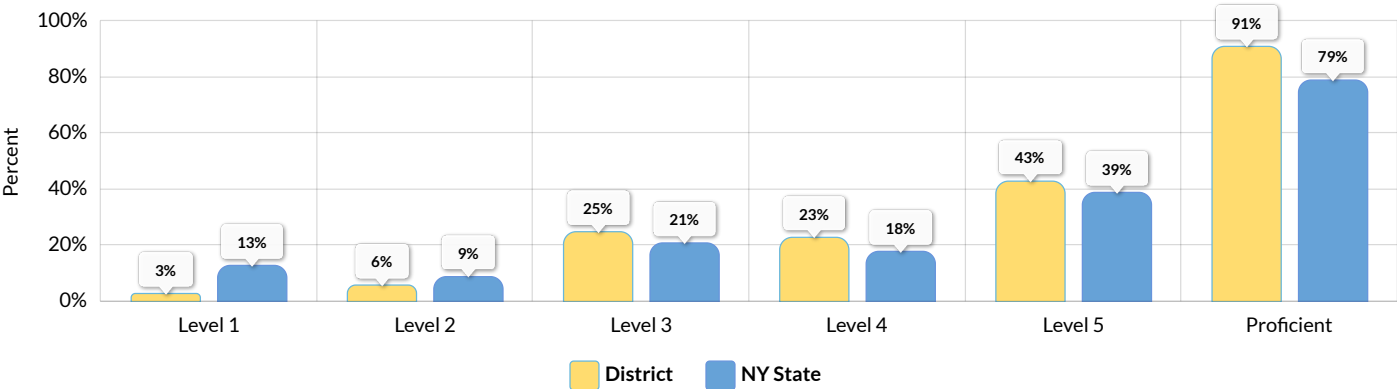
## **ANNUAL REGENTS EXAMINATIONS (2023 - 24)**

Annual Regents examination results are those administered in August, January, and June of the reporting year.

ANNUAL REGENTS EXAMINATION IN ELA (2023-24)



Percent Scoring at Levels for All Students

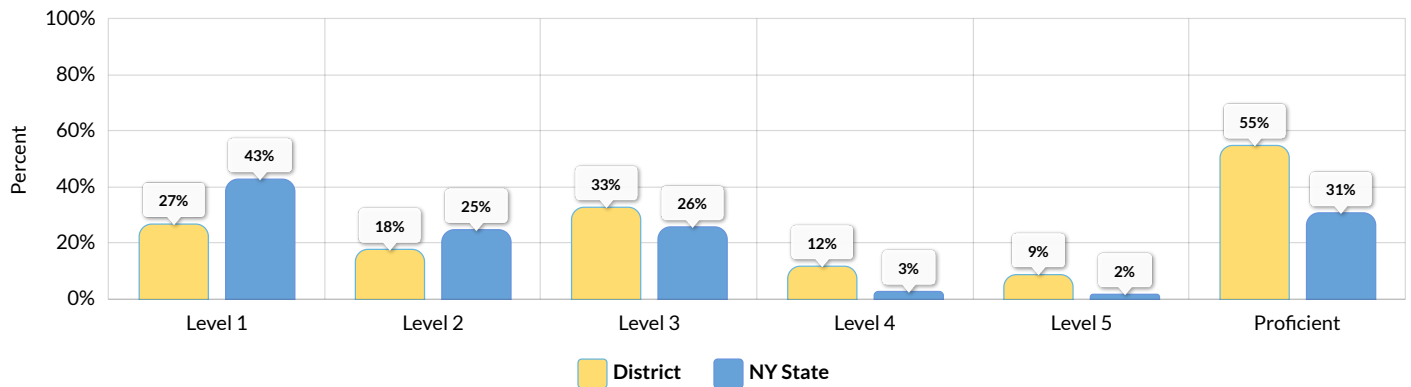


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# ANNUAL REGENTS EXAMINATION IN ALGEBRA I (AUGUST 2023 & JANUARY 2024)



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	33	9	27%	6	18%	11	33%	4	12%	3	9%	18	55%
Female	12	4	33%	2	17%	5	42%	0	0%	1	8%	6	50%
Male	21	5	24%	4	19%	6	29%	4	19%	2	10%	12	57%
General Education Students	23	3	13%	6	26%	7	30%	4	17%	3	13%	14	61%
Students with Disabilities	10	6	60%	0	0%	4	40%	0	0%	0	0%	4	40%
American Indian or Alaska Native	6	2	33%	3	50%	1	17%	0	0%	0	0%	1	17%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—	—	—
White	21	5	24%	2	10%	9	43%	4	19%	1	5%	14	67%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	2	33%	1	17%	1	17%	0	0%	2	33%	3	50%
Economically Disadvantaged	22	7	32%	5	23%	9	41%	0	0%	1	5%	10	45%
Not Economically Disadvantaged	11	2	18%	1	9%	2	18%	4	36%	2	18%	8	73%
Non-English Language Learner	33	9	27%	6	18%	11	33%	4	12%	3	9%	18	55%
Not in Foster Care	33	9	27%	6	18%	11	33%	4	12%	3	9%	18	55%
Not Homeless	33	9	27%	6	18%	11	33%	4	12%	3	9%	18	55%
Not Migrant	33	9	27%	6	18%	11	33%	4	12%	3	9%	18	55%
Parent Not in Armed Forces	33	9	27%	6	18%	11	33%	4	12%	3	9%	18	55%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (JUNE 2024)



[illegible]

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2023-24)



[illegible]

# ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2023-24)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	70	4	6%	1	1%	24	34%	23	33%	18	26%	65	93%
Female	34	3	9%	1	3%	14	41%	10	29%	6	18%	30	88%
Male	36	1	3%	0	0%	10	28%	13	36%	12	33%	35	97%
General Education Students	69	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	10	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—
White	57	3	5%	1	2%	20	35%	20	35%	13	23%	53	93%
Small Group Total: Race & Ethnicity	13	1	8%	0	0%	4	31%	3	23%	5	38%	12	92%
Economically Disadvantaged	19	1	5%	0	0%	7	37%	7	37%	4	21%	18	95%
Not Economically Disadvantaged	51	3	6%	1	2%	17	33%	16	31%	14	27%	47	92%
Non-English Language Learner	70	4	6%	1	1%	24	34%	23	33%	18	26%	65	93%
Not in Foster Care	70	4	6%	1	1%	24	34%	23	33%	18	26%	65	93%
Not Homeless	70	4	6%	1	1%	24	34%	23	33%	18	26%	65	93%
Not Migrant	70	4	6%	1	1%	24	34%	23	33%	18	26%	65	93%
Parent Not in Armed Forces	70	4	6%	1	1%	24	34%	23	33%	18	26%	65	93%

**ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2023-24)**



[illegible]



[illegible]

# ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2023-24)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	64	11	17%	19	30%	28	44%	6	9%	34	53%
Female	31	8	26%	11	35%	7	23%	5	16%	12	39%
Male	33	3	9%	8	24%	21	64%	1	3%	22	67%
General Education Students	59	10	17%	16	27%	27	46%	6	10%	33	56%
Students with Disabilities	5	1	20%	3	60%	1	20%	0	0%	1	20%
American Indian or Alaska Native	11	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—
White	50	9	18%	12	24%	24	48%	5	10%	29	58%
Small Group Total: Race & Ethnicity	14	2	14%	7	50%	4	29%	1	7%	5	36%
Economically Disadvantaged	20	3	15%	7	35%	7	35%	3	15%	10	50%
Not Economically Disadvantaged	44	8	18%	12	27%	21	48%	3	7%	24	55%
Non-English Language Learner	64	11	17%	19	30%	28	44%	6	9%	34	53%
Not in Foster Care	64	11	17%	19	30%	28	44%	6	9%	34	53%
Not Homeless	64	11	17%	19	30%	28	44%	6	9%	34	53%
Not Migrant	64	11	17%	19	30%	28	44%	6	9%	34	53%
Parent Not in Armed Forces	64	11	17%	19	30%	28	44%	6	9%	34	53%

# ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2023-24)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	32	4	13%	5	16%	19	59%	4	13%	23	72%
Female	12	1	8%	3	25%	6	50%	2	17%	8	67%
Male	20	3	15%	2	10%	13	65%	2	10%	15	75%
General Education Students	32	4	13%	5	16%	19	59%	4	13%	23	72%
American Indian or Alaska Native	4	—	—	—	—	—	—	—	—	—	—
White	28	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	32	4	13%	5	16%	19	59%	4	13%	23	72%
Economically Disadvantaged	8	0	0%	3	38%	5	63%	0	0%	5	63%
Not Economically Disadvantaged	24	4	17%	2	8%	14	58%	4	17%	18	75%
Non-English Language Learner	32	4	13%	5	16%	19	59%	4	13%	23	72%
Not in Foster Care	32	4	13%	5	16%	19	59%	4	13%	23	72%
Not Homeless	32	4	13%	5	16%	19	59%	4	13%	23	72%
Not Migrant	32	4	13%	5	16%	19	59%	4	13%	23	72%
Parent Not in Armed Forces	32	4	13%	5	16%	19	59%	4	13%	23	72%



[illegible]



[illegible]

## **TOTAL COHORT REGENTS EXAMINATION RESULTS**

A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.

Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government examination from June 2022 through January 2023 was also canceled.

## 2020 TOTAL COHORT REGENTS IN ELA



[illegible]

## 2020 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	176	29	16%	147	84%	8	5%	28	16%	83	47%	28	16%	111	63%
Female	98	14	14%	84	86%	5	5%	14	14%	45	46%	20	20%	65	66%
Male	78	15	19%	63	81%	3	4%	14	18%	38	49%	8	10%	46	59%
General Education Students	133	21	16%	112	84%	4	3%	17	13%	65	49%	26	20%	91	68%
Students with Disabilities	43	8	19%	35	81%	4	9%	11	26%	18	42%	2	5%	20	47%
American Indian or Alaska Native	27	5	19%	22	81%	2	7%	5	19%	15	56%	0	0%	15	56%
Black or African American	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	3	33%	6	67%	2	22%	2	22%	2	22%	0	0%	2	22%
White	131	20	15%	111	85%	4	3%	18	14%	61	47%	28	21%	89	68%
Multiracial	7	0	—	7	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	0	0%	3	33%	5	56%	0	0%	5	56%
Economically Disadvantaged	94	20	21%	74	79%	5	5%	14	15%	47	50%	8	9%	55	59%
Not Economically Disadvantaged	82	9	11%	73	89%	3	4%	14	17%	36	44%	20	24%	56	68%
Non-English Language Learner	176	29	16%	147	84%	8	5%	28	16%	83	47%	28	16%	111	63%
Not in Foster Care	176	29	16%	147	84%	8	5%	28	16%	83	47%	28	16%	111	63%
Not Homeless	176	29	16%	147	84%	8	5%	28	16%	83	47%	28	16%	111	63%
Not Migrant	176	29	16%	147	84%	8	5%	28	16%	83	47%	28	16%	111	63%
Parent in Armed Forces	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	175	29	—	146	—	—	—	—	—	—	—	—	—	—	—

## 2020 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	42	2	5	40	95
Female	31	1	3	30	97
Male	11	1	9	10	91
General Education Students	40	1	3	39	98
Students with Disabilities	2	1	50	1	50
American Indian or Alaska Native	2	1	50	1	50
White	40	1	3	39	98
Economically Disadvantaged	15	2	13	13	87
Not Economically Disadvantaged	27	0	0	27	100
Non-English Language Learner	42	2	5	40	95
Not in Foster Care	42	2	5	40	95
Not Homeless	42	2	5	40	95
Not Migrant	42	2	5	40	95
Parent Not in Armed Forces	42	2	5	40	95

See report card Glossary and Guide for criteria used to include students in this table.

## 2020 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	176	16	9%	160	91%	5	3%	17	10%	113	64%	25	14%	138	78%
Female	98	5	5%	93	95%	2	2%	11	11%	66	67%	14	14%	80	82%
Male	78	11	14%	67	86%	3	4%	6	8%	47	60%	11	14%	58	74%
General Education Students	133	8	6%	125	94%	0	0%	10	8%	92	69%	23	17%	115	86%
Students with Disabilities	43	8	19%	35	81%	5	12%	7	16%	21	49%	2	5%	23	53%
American Indian or Alaska Native	27	2	7%	25	93%	1	4%	5	19%	18	67%	1	4%	19	70%
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	1	11%	8	89%	0	0%	2	22%	5	56%	1	11%	6	67%
White	131	13	10%	118	90%	3	2%	8	6%	84	64%	23	18%	107	82%
Multiracial	7	0	—	7	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	1	11%	2	22%	6	67%	0	0%	6	67%
Economically Disadvantaged	94	12	13%	82	87%	4	4%	12	13%	56	60%	10	11%	66	70%
Not Economically Disadvantaged	82	4	5%	78	95%	1	1%	5	6%	57	70%	15	18%	72	88%
Non-English Language Learner	176	16	9%	160	91%	5	3%	17	10%	113	64%	25	14%	138	78%
Not in Foster Care	176	16	9%	160	91%	5	3%	17	10%	113	64%	25	14%	138	78%
Not Homeless	176	16	9%	160	91%	5	3%	17	10%	113	64%	25	14%	138	78%
Not Migrant	176	16	9%	160	91%	5	3%	17	10%	113	64%	25	14%	138	78%
Parent in Armed Forces	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	175	16	—	159	—	—	—	—	—	—	—	—	—	—	—

## 2020 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	126	3	2	123	98
Female	77	1	1	76	99
Male	49	2	4	47	96
General Education Students	110	3	3	107	97
Students with Disabilities	16	0	0	16	100
American Indian or Alaska Native	18	0	0	18	100
Hispanic or Latino	5	0	0	5	100
White	97	3	3	94	97
Multiracial	6	0	0	6	100
Economically Disadvantaged	52	1	2	51	98
Not Economically Disadvantaged	74	2	3	72	97
Non-English Language Learner	126	3	2	123	98
Not in Foster Care	126	3	2	123	98
Not Homeless	126	3	2	123	98
Not Migrant	126	3	2	123	98
Parent in Armed Forces	1	0	0	1	100
Parent Not in Armed Forces	125	3	2	122	98

See report card Glossary and Guide for criteria used to include students in this table.

## 2020 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	176	15	9%	161	91%	3	2%	16	9%	95	54%	47	27%	142	81%
Female	98	5	5%	93	95%	2	2%	11	11%	55	56%	25	26%	80	82%
Male	78	10	13%	68	87%	1	1%	5	6%	40	51%	22	28%	62	79%
General Education Students	133	7	5%	126	95%	2	2%	10	8%	73	55%	41	31%	114	86%
Students with Disabilities	43	8	19%	35	81%	1	2%	6	14%	22	51%	6	14%	28	65%
American Indian or Alaska Native	27	3	11%	24	89%	1	4%	1	4%	20	74%	2	7%	22	81%
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	1	11%	8	89%	0	0%	0	0%	5	56%	3	33%	8	89%
White	131	11	8%	120	92%	2	2%	14	11%	62	47%	42	32%	104	79%
Multiracial	7	0	—	7	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	0	0%	1	11%	8	89%	0	0%	8	89%
Economically Disadvantaged	94	12	13%	82	87%	2	2%	11	12%	50	53%	19	20%	69	73%
Not Economically Disadvantaged	82	3	4%	79	96%	1	1%	5	6%	45	55%	28	34%	73	89%
Non-English Language Learner	176	15	9%	161	91%	3	2%	16	9%	95	54%	47	27%	142	81%
Not in Foster Care	176	15	9%	161	91%	3	2%	16	9%	95	54%	47	27%	142	81%
Not Homeless	176	15	9%	161	91%	3	2%	16	9%	95	54%	47	27%	142	81%
Not Migrant	176	15	9%	161	91%	3	2%	16	9%	95	54%	47	27%	142	81%
Parent in Armed Forces	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	175	15	—	160	—	—	—	—	—	—	—	—	—	—	—

## 2020 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	1	1	100	0	0
Female	1	1	100	0	0
General Education Students	1	1	100	0	0
White	1	1	100	0	0
Economically Disadvantaged	1	1	100	0	0
Non-English Language Learner	1	1	100	0	0
Not in Foster Care	1	1	100	0	0
Not Homeless	1	1	100	0	0
Not Migrant	1	1	100	0	0
Parent Not in Armed Forces	1	1	100	0	0

See report card Glossary and Guide for criteria used to include students in this table.

## 2020 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



[illegible]

## NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2023-24)

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

[illegible]

## NEW YORK STATE ALTERNATE ASSESSMENT (2023-24)

New York State Alternate Assessments (NYSAA) are administered to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and high school level.

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Grade 4 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 Science	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Science	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Secondary-Level ELA	15	11	73%	4	27%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	15	11	73%	4	27%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	15	11	73%	4	27%	—	—	—	—	—	—	—	—	—	—

See report card Glossary and Guide for criteria used to include students in this table.

## NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2024)

National Assessment of Education Progress (NAEP) are reported for statewide (New York State) and national results only. District- and school-level results are not reported for NAEP.

### NEW YORK STATE NAEP GRADE 4

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	41%	28%	22%	9%	28%	36%	29%	8%
Students with Disabilities	73%	18%	8%	1%	63%	28%	7%	2%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	26%	25%	30%	19%	14%	26%	40%	20%
Black	55%	29%	13%	3%	44%	39%	15%	2%
Hispanic	51%	27%	16%	6%	39%	38%	20%	3%
White	32%	31%	26%	11%	19%	35%	36%	10%
Two or more races	39%	23%	25%	14%	12%	40%	33%	14%
English Language Learners	79%	17%	3%	0%	59%	29%	12%	1%
Economically Disadvantaged	52%	28%	16%	5%	39%	37%	20%	3%

## NEW YORK STATE NAEP GRADE 8

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	35%	34%	26%	5%	42%	31%	18%	8%
Students with Disabilities	65%	25%	10%	1%	73%	19%	6%	2%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	17%	32%	38%	13%	19%	24%	30%	27%
Black	42%	37%	19%	2%	56%	28%	13%	2%
Hispanic	47%	32%	19%	2%	59%	29%	10%	2%
White	28%	36%	30%	7%	29%	36%	25%	10%
Two or more races	*	*	*	*	45%	32%	17%	6%
English Language Learners	85%	10%	4%	1%	83%	13%	4%	1%
Economically Disadvantaged	44%	34%	19%	3%	54%	29%	14%	4%

\*Reporting standards not met.

## NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	89%	89%	79%	81%
Students with Disabilities	85%	91%	87%	93%
English Language Learners	83%	84%	78%	90%

Note: Group values may not sum to 100% due to rounding.

## NATIONAL NAEP GRADE 4

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	41%	29%	22%	8%	24%	36%	31%	9%
Students with Disabilities	72%	18%	8%	1%	53%	31%	13%	3%
American Indian/Alaska Native	59%	26%	13%	3%	43%	37%	18%	2%
Asian/Pacific Islander	23%	26%	31%	20%	12%	24%	39%	25%
Black	57%	27%	13%	3%	41%	40%	17%	2%
Hispanic	52%	27%	16%	4%	34%	39%	23%	4%
White	30%	31%	28%	11%	14%	35%	39%	12%
Two or more races	37%	29%	24%	10%	20%	36%	33%	11%
English Language Learners	71%	21%	7%	1%	48%	36%	14%	2%
Economically Disadvantaged	53%	28%	16%	4%	35%	40%	22%	3%

## NATIONAL NAEP GRADE 8

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	34%	37%	25%	4%	41%	32%	19%	8%
Students with Disabilities	67%	25%	8%	1%	75%	18%	5%	2%
American Indian/Alaska Native	45%	38%	16%	1%	60%	29%	9%	3%
Asian/Pacific Islander	17%	30%	40%	13%	18%	26%	28%	29%
Black	48%	36%	15%	1%	63%	27%	8%	2%
Hispanic	45%	36%	17%	1%	55%	30%	12%	2%
White	25%	39%	32%	5%	28%	36%	27%	10%
Two or more races	30%	36%	30%	4%	38%	33%	20%	9%
English Language Learners	71%	25%	5%	0%	77%	18%	4%	1%
Economically Disadvantaged	46%	37%	16%	1%	55%	31%	12%	3%

\*Reporting standards not met.

## NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	92%	92%	88%	89%
Students with Disabilities	89%	90%	89%	90%
English Language Learners	92%	93%	91%	92%

Note: Group values may not sum to 100% due to rounding.

## STAFF QUALIFICATIONS (2023-24) INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	214	21	10%	6	3	50%
STATEWIDE	215,701	40,882	19%	5,023	1,789	36%
STATEWIDE HIGH-POVERTY SCHOOLS	48,060	12,707	26%	1,254	512	41%
STATEWIDE LOW-POVERTY SCHOOLS	63,145	8,190	13%	1,229	344	28%

## TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	216	2	1%
STATEWIDE	205,583	18,704	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,665	9,053	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,759	1,288	2%

## TOTAL COHORT GRADUATION RATE (2023-24)

Graduation Rate data are for students who first entered grade 9, four years prior to this reporting year. Graduates are as of August following the close of the reporting year. Click on High School Graduation Rate Data report to see district and state comparisons and to filter on gender, ethnicity, and other student subgroups or by 5- and 6-year graduation rates.

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	176	161	91%	55	31%	102	58%	4	2%	6	3%	2	1%	0	0%	7	4%
Female	98	94	96%	40	41%	52	53%	2	2%	2	2%	1	1%	0	0%	1	1%
Male	78	67	86%	15	19%	50	64%	2	3%	4	5%	1	1%	0	0%	6	8%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	133	127	95%	54	41%	73	55%	0	0%	0	0%	2	2%	0	0%	4	3%
Students with Disabilities	43	34	79%	1	2%	29	67%	4	9%	6	14%	0	0%	0	0%	3	7%
American Indian or Alaska Native	27	23	85%	5	19%	18	67%	0	0%	0	0%	1	4%	0	0%	3	11%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	8	89%	1	11%	7	78%	0	0%	1	11%	0	0%	0	0%	0	0%
White	131	121	92%	49	37%	68	52%	4	3%	5	4%	1	1%	0	0%	4	3%
Multiracial	7	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	94	83	88%	19	20%	60	64%	4	4%	5	5%	1	1%	0	0%	5	5%
Not Economically Disadvantaged	82	78	95%	36	44%	42	51%	0	0%	1	1%	1	1%	0	0%	2	2%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	176	161	91%	55	31%	102	58%	4	2%	6	3%	2	1%	0	0%	7	4%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	176	161	91%	55	31%	102	58%	4	2%	6	3%	2	1%	0	0%	7	4%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	176	161	91%	55	31%	102	58%	4	2%	6	3%	2	1%	0	0%	7	4%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	176	161	91%	55	31%	102	58%	4	2%	6	3%	2	1%	0	0%	7	4%
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	175	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

### CIVIL RIGHTS DATA COLLECTION (CRDC) (2021-22)

Civil Right Data Collection (CRDC) data are reported to the United States Department of Education by districts and include data on measures of school quality, climate, and safety as well as enrollment in preschool programs and accelerated coursework to earn postsecondary credit. For more information, visit the Civil Rights Data Collection, Office for Civil Rights.

CRDC Data (18.04 megabytes)

CRDC Glossary and Guide

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THIS DOCUMENT WAS CREATED ON: APRIL 11, 2025, 10:56 AM EST

\*\*\*\*Please use Chrome or Firefox browsers when entering the Business Portal to complete the PTRC. Internet Explorer is NOT recommended.\*\*\*\*

Note: Some data elements of the Property Tax Report Card have been revised or renamed to more closely follow the Property Tax Cap calculations districts complete on the Office of the State Comptroller website. Please see the Help text above for definitions. Additional guidance on the Property Tax Levy Limit is available on the Office of Educational Management Services website:  
<http://www.p12.nysed.gov/mgtserv/propertytax/taxcap/>.

Please also submit an electronic version (PDF or Word) of your school district's 2025-26 Budget Notice to: [emscmgt@nysed.gov](mailto:emscmgt@nysed.gov). This will enable us to help correct any formula or data entry discrepancy quickly.

**Notice: The Enacted Budget allows school districts to establish a reserve fund for NYS Teachers' Retirement System Contributions, effective immediately. This reserve, if applicable, should be reported in the Schedule of Reserves under 'Other Reserve' and with a description that says: "To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS)."**

Form Due - April 28, 2025

Form Preparer Name:  
Preparer's Telephone Number:

JOHNATHAN PERRY  
716-926-2221

<u>Shaded Fields Will Calculate</u>	Budgeted 2024-25 (A)	Proposed Budget 2025-26 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	66,028,196	67,222,545	1.81 %
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	19,700,312	20,271,621	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable			
E. Total Proposed School Year Tax Levy (A+B+C-D)	19,700,312	20,271,621	2.90 %
F. Permissible Exclusions to the School Tax Levy Limit	1,373,807	1,551,578	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	18,331,484	18,861,770	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	18,326,505	18,720,043	
I. Difference: (G-H);(negative value requires 60.0% voter approval) <sup>2</sup>	4,979	141,727	
Public School Enrollment	2,059	2,024	-1.70 %
Consumer Price Index			2.95 %

<sup>1</sup> Include any prior year reserve for excess tax levy, including interest.

<sup>2</sup> Tax levy associated with educational or transportation services propositions are not eligible for exclusion under the School Tax Levy Limit and may affect voter approval requirements.

<sup>3</sup> For 2025-26, includes any carryover from 2024-25 and excludes any tax levy for library debt or prior year reserve for

excess tax levy, including interest.

	Actual 2024-25 (D)	Estimated 2025-26 (E)
Adjusted Restricted Fund Balance	6,056,598	6,265,625
Assigned Appropriated Fund Balance	1,500,000	1,500,000
Adjusted Unrestricted Fund Balance	2,640,823	2,688,902
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00 %	4.00 %

#### Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/25 Actual Balance	6/30/25 Estimated Ending Balance	Intended Use of the Reserve in the 2025-26 School Year (Limit 200 Characters)**
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**Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.**

Capital		For the cost of any object or purpose for which bonds may be issued.			
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation	WORKERS COMP	For self-insured Workers Compensation and benefits.	360,456	382,083	The District intends to use this reserve as necessary
Unemployment Insurance		For reimbursement to the State Unemployment Insurance Fund.			
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		For proceeds from the sale of district capital assets or improvement, restricted to debt service.			
Insurance		For liability, casualty, and other types of uninsured losses.			
Property Loss + (add)		To cover property loss.			
Liability		To cover incurred liability claims.			

Tax Certiorari	TAX CERTIORARI RESERVE	For tax certiorari settlements.	128,709	136,431	The District intends to use this reserve as necessary
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	EMPLOYEE BENEFIT ACCRUED LIABILITY RESERVE	For accrued 'employee benefits' due to employees upon termination of service.	2,226,592	2,360,188	The District intends to use this reserve as necessary
Retirement Contribution	RESERVE FOR RETIREMENT CONTRIBUTIONS	For employer retirement contributions to the State and Local Employees' Retirement System.	2,372,231	2,514,565	The District intends to use this reserve as necessary
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Single Other Reserve	RERSERVE FOR TRS CONTRIBUTIONS	To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS.)	822,979	872,358	The District intends to use this reserve as necessary

\* **NYSED Reserve Guidance:**

**[http://www.p12.nysed.gov/mgtserv/accounting/docs/reserve\\_funds.pdf](http://www.p12.nysed.gov/mgtserv/accounting/docs/reserve_funds.pdf)**

**OSC Reserve Guidance: <http://osc.state.ny.us/localgov/pubs/listacctg.htm#reservefunds>**

**\*\*Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2025-26. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

Save	Reset	Save & Ready
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In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2025-2026.

If you will be sharing a Superintendent, list the other district (or districts) in the text box. If you will be sharing other administrative staff required to be reported, please send an email to [EMSCMGTS@nysed.gov](mailto:EMSCMGTS@nysed.gov) indicating the title of the staff persons(s) as well as the other district(s) involved in the cost-sharing.

*The salaries, benefits and other compensation reported in the form should reflect only the financial support or commitment that your district will be making. They should **not** reflect the total amounts budgeted to be paid by all participating districts over the school year.*

Report Estimated Salaries in the Budget for the 2025-2026 School Year

Sections 1608 and 1716 of the Education Law  
(Please read the instructions and definitions before completing this form.)

Title		Salary	Employee Benefits	Other Remuneration
1.	Superintendent of Schools	192,156	32,681	12,000
Please list the district or districts with which you will be sharing a superintendent (if applicable):				
Associate, Assistant and Deputy Superintendents (Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)				
2.	ASSISTANT SUPERINTENDENT FOR INSTRUCTION	173,440	63,896	
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School District - 144401 Lakeshore Central

Equalized Total Assessed Value 211,307,326

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	2	9,223,596	4.37
13100	CO - GENERALLY	RPTL 406(1)	5	39,435	0.02
13500	TOWN - GENERALLY	RPTL 406(1)	6	2,327,735	1.10
13650	VG - GENERALLY	RPTL 406(1)	13	365,094	0.17
14300	INDIAN RESERVATION	RPTL 454	1	13,208	0.01
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	129,245	0.06
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	7	1,716,038	0.81
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	4	811,697	0.38
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	2	41,323	0.02
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	2	1,089,811	0.52
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	8	300,337	0.14
41400	CLERGY	RPTL 460	1	2,830	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	4	180,188	0.09
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	114	7,431,636	3.52
41800	PERSONS AGE 65 OR OVER	RPTL 467	17	1,118,938	0.53
41834	ENHANCED STAR	RPTL 425	137	12,345,516	5.84
41854	BASIC STAR 1999-2000	RPTL 425	178	5,944,488	2.81
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	149,811	0.07

Total Exemptions Exclusive of System Exemptions:

Total System Exemptions:

Totals:	504	43,230,926	20.46
	0	0	0.00
	504	43,230,926	20.46

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: \_\_\_\_\_

NYS - Real Property System  
County of Erie  
Town of Brant  
SWIS Code - 142889

Assessor's Report - 2024 - Prior Year File  
S495 Exemption Impact Report  
School Detail Report

RPS221N/04/L001  
Date/Time - 4/7/2025 09:39:12  
Total Assessed Value 97,323,297  
Uniform Percentage 53.00

Equalized Total Assessed Value 183,628,862

School District - 144401 Lakeshore Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	2	9,223,596	5.02
13100	CO - GENERALLY	RPTL 406(1)	2	26,604	0.01
13500	TOWN - GENERALLY	RPTL 406(1)	6	2,327,735	1.27
13650	VG - GENERALLY	RPTL 406(1)	3	38,680	0.02
14300	INDIAN RESERVATION	RPTL 454	1	13,208	0.01
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	129,245	0.07
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	2	421,510	0.23
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	2	41,323	0.02
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	669,434	0.36
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	6	259,812	0.14
41400	CLERGY	RPTL 460	1	2,830	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	4	180,188	0.10
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	109	7,063,803	3.85
41800	PERSONS AGE 65 OR OVER	RPTL 467	13	853,561	0.46
41834	ENHANCED STAR	RPTL 425	106	9,554,725	5.20
41854	BASIC STAR 1999-2000	RPTL 425	153	5,109,588	2.78
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	149,811	0.08

Total Exemptions Exclusive of System Exemptions:

Total System Exemptions:

Totals: 414 36,065,653 19.64

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: \_\_\_\_\_

NYS - Real Property System  
County of Erie  
Town of Brant - 1428  
Village of Farnham  
SWIS Code - 142801

Assessor's Report - 2024 - Prior Year File  
S495 Exemption Impact Report  
School Detail Report  
Equalized Total Assessed Value 27,678,464

RPS221V04/L001  
Date/Time - 4/7/2025 09:39:12  
Total Assessed Value 14,669,586  
Uniform Percentage 53.00

School District - 144401 Lakeshore Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	3	12,831	0.05
13650	VG - GENERALLY	RPTL 406(1)	10	326,414	1.18
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	5	1,294,528	4.68
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	4	811,697	2.93
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	420,377	1.52
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	40,525	0.15
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	5	367,833	1.33
41800	PERSONS AGE 65 OR OVER	RPTL 467	4	265,377	0.96
41834	ENHANCED STAR	RPTL 425	31	2,790,791	10.08
41854	BASIC STAR 1999-2000	RPTL 425	25	834,900	3.02

Total Exemptions Exclusive of System Exemptions:

Total System Exemptions:

Totals:

90	7,165,273	25.89
0	0	0.00
90	7,165,273	25.89

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: \_\_\_\_\_

Equalized Total Assessed Value 211,307,326

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	2	9,223,596	4.37
13100	CO - GENERALLY	RPTL 406(1)	5	39,435	0.02
13500	TOWN - GENERALLY	RPTL 406(1)	6	2,327,735	1.10
13650	VG - GENERALLY	RPTL 406(1)	13	365,094	0.17
14300	INDIAN RESERVATION	RPTL 454	1	13,208	0.01
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	129,245	0.06
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	7	1,716,038	0.81
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-b	4	811,697	0.38
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	2	41,323	0.02
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	2	1,089,811	0.52
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	8	300,337	0.14
41400	CLERGY	RPTL 460	1	2,830	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	4	180,188	0.09
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	114	7,431,636	3.52
41800	PERSONS AGE 65 OR OVER	RPTL 467	17	1,118,938	0.53
41834	ENHANCED STAR	RPTL 425	137	12,345,516	5.84
41854	BASIC STAR 1999-2000	RPTL 425	178	5,944,488	2.81
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	149,811	0.07

Total Exemptions Exclusive of System Exemptions:

Total System Exemptions:

Totals:

504	43,230,926	20.46
0	0	0.00
504	43,230,926	20.46

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes:

Equalized Total Assessed Value 10,509,814

School District - 144401 Lake Shore Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	2	134,008	1.28
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	1	1,239,459	11.79
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	4	197,135	1.88
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	1	181,400	1.73
41834	ENHANCED STAR	RPTL 425	7	602,756	5.74
41854	BASIC STAR 1999-2000	RPTL 425	6	180,000	1.71
Total Exemptions Exclusive of System Exemptions:			21	2,534,758	24.12
Total System Exemptions:			0	0	0.00
Totals:			21	2,534,758	24.12

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: \_\_\_\_\_